

DOCUMENT RESUME

ED 142 539

SP 011 330

AUTHOR Sutherland, Mary; Hemmer, William
TITLE Competency-Based Health Education--Writing
Competencies the Easy Way.
PUB DATE 77
NOTE 10p.
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Educational Assessment;
Evaluation Methods; *Health Education; *Performance
Based Teacher Education; *Teacher Education; Teacher
Evaluation; *Teaching Skills

ABSTRACT

This paper is designed to help health educators assess competencies their students must demonstrate to obtain provisional or permanent teacher certification. Four components are covered: (1) the skills, knowledge, and attitudes expected of the professional; (2) assessment procedures; (3) assessment conditions; and (4) assessment standards indicating that expected skills, knowledge, and attitudes have been obtained. Format suggestion tables for the writing of competencies are presented. By using key words or phrases, the health educator can select the appropriate key words that describe the desired knowledges and skills and attitudes, select an assessment standard and condition, and finally determine an appropriate assessment standard. The competency may then be written in behavioral terms that are easily measurable for the student.

(JD)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED142539

Competency Based Health Education - Writing Competencies the Easy Way

Mary Sutherland and William Hemmer
Department of Health Science
SUC Brockport
Brockport, New York 14420

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

College/Health educators in New York, with the cooperation of school administrators and the health teachers of the school districts, are presently developing competency based health education programs as mandated by the Board of Regents. In addition to developing the competency delivery system, health educators are being required to determine the specific competencies their graduates will have to demonstrate before obtaining provisional or permanent teacher certification.

The format for writing the competencies contains four components: (1) the skills, the knowledge, and the attitudes expected of the professional, stated explicitly and objectively; (2) the assessment procedures; (3) the assessment conditions and; (4) the assessment standard, indicating that the expected skills, knowledge, and attitudes have been obtained. The following questions are considered by health educators as they describe specific competencies in terms of knowledge, skills, and attitudes; assessment procedures, assessment conditions, and assessment standards.

Questions to Consider

The component of knowledge, skills and attitudes is actually a form of behavioral objective, describing what the student must do to demonstrate the competency. Competencies are directed towards the students behavior, utilize action verbs, are easily measurable, and of course, are realistic in terms of what the student can achieve.

Assessment procedures are concerned with the means a student utilizes to demonstrate a competency. For assessment purposes, the student will demonstrate the

SP011 330

competency either in the public schools or in the college classroom. For some competencies, audio-visual equipment, written reports, or paper-pencil tests can be utilized.

The assessment conditions refer to the place in which the competency is demonstrated. This can be a college classroom, or anywhere under independent study.

The assessment standard must state who will assess the competency (college instructors, supervising teacher) and what criteria will be utilized to determine if the competency has been obtained. Considered also are acceptable standards of excellence and the number of times the student has to demonstrate the same competency. Also stated is the period of time allowed for the student to demonstrate the competencies.

Specific Hints for Writing the Competencies

To assist health educators to write competencies, format suggestion tables were developed. In using the chart in Table 1, the health educator can select key words or phrases. The health educator determines first the appropriate key words that describe the desired knowledges and skills and attitudes in the first column, then selects an assessment standard and condition, and finally determines an appropriate assessment standard. The competency then is written in behavioral terms that are easily measurable for the student. An example would be the following: (See next sheet.)

Knowledges, Skills, Attitudes

Gather data from clients
regarding aspects of a health
problem

Assessment Procedures

Written report
Oral presentation

Assessment Conditions

College classroom

Assessment Standards

Instructor and peer group do
assessment based on:

- a. questionnaire design including
questions on:
 - 1. opinions and beliefs
 - 2. values
 - 3. perceptions
 - 4. motives
 - 5. social norms
- b. identification and definition
of client population
- c. analysis of data to identify
behavioral aspects relevant
to the identified health
problem.

TABLE 1

COMPETENCY FORMAT SUGGESTIONS TABLE

<u>Knowledges, Skills, Attitudes</u>	<u>Assessment Procedures</u>	<u>Assessment Condition</u>	<u>Assessment Standard</u>
Plans	Lesson Plans	College Classroom	Adequacy will be judged by instructor based on 90% accuracy on identification of
Teaches	Written report	Seminar	
Evaluates	Oral report	School	
Analyzes	Demonstration	Classroom	Adequacy will be judged by the instructor on submission of paper which includes
Develop	Audio tape	Independent Study	
Define	Video tape		
Head	Paper and pencil test	two independent assessors certify that on the basis of at least two separate lessons the student has satisfactorily met the criteria stated below.	Adequacy will be judged by the instructor based on compliance with the following
Classify	Case study		
Design	Anecdotal record		
Devise			Adequacy judged by instructor on a 75% accuracy in classification according to Blooms Taxonomy.
Writes			
Uses			
Create			Adequacy will be judged by two independent observers using the following criteria.
Compile			
Demonstrates			
Conduct			Survey will be judged on the basis of inclusion of the following
Summarize			
Practices			
Write			Assessors certify that on 3 separate
Seeks and Utilizes			
Selects			
Lists			

Demonstrates ability to plan,
teach and evaluate lessons
incorporating four
content areas

lesson

plans

Demonstration

School classroom
Conference with
assessor

Assessors certifies on
the basis of three or more
lessons, that the student
has satisfactorily taught
lessons in four of the
following content areas:

- a. Community health
- b. Consumer health
- c. Nutrition
- d. Mental health
- e. Drugs, alcohol,
tobacco
- f. Disease Control and
Prevention
- g. Dental health
- h. Family life
- i. Safety and First Aid
- j. Personal hygiene

Underlined are the key words of demonstrates, lesson plans, demonstration, school classroom, conference with assessor, assessor, three or more lessons, four of the following content areas. These words are the key words in this particular objective which is for the S/C Brockport CBTE program. Competencies do not have to take long periods of time to write, provided key information can be readily obtained and writers are assisted by the use of the Competency Format Suggestions Table.